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ABSTRACT

The National Association of School Psychologists (NASP) represents 21,500 school psychologists and related professionals throughout the United States and abroad, from first-year graduate students to doctoral-level researchers and practitioners. Although most members work directly with students in schools, NASP members are also supervisors, administrators, trainers, researchers, counselors, and consultants serving all ages of children and youth. Amid a broad review of the profession, an important theme of this report is partnership and the many ways NASP and its members work side-by-side with parents, teachers, the community, government, and other organizations. Topics covered include: (1) "Messages from the NASP Presidents"; (2) "NASP Partnerships with Government Agencies"; (3) "NASP Partnerships with Allied Organizations"; (4) "NASP Partnerships with Families, Schools and Communities"; (5) "NASP Partnerships with School Psychologists"; (6) "NASP Financial Highlights"; and (7) "1999-2000 Officers and Directors." (GCP)

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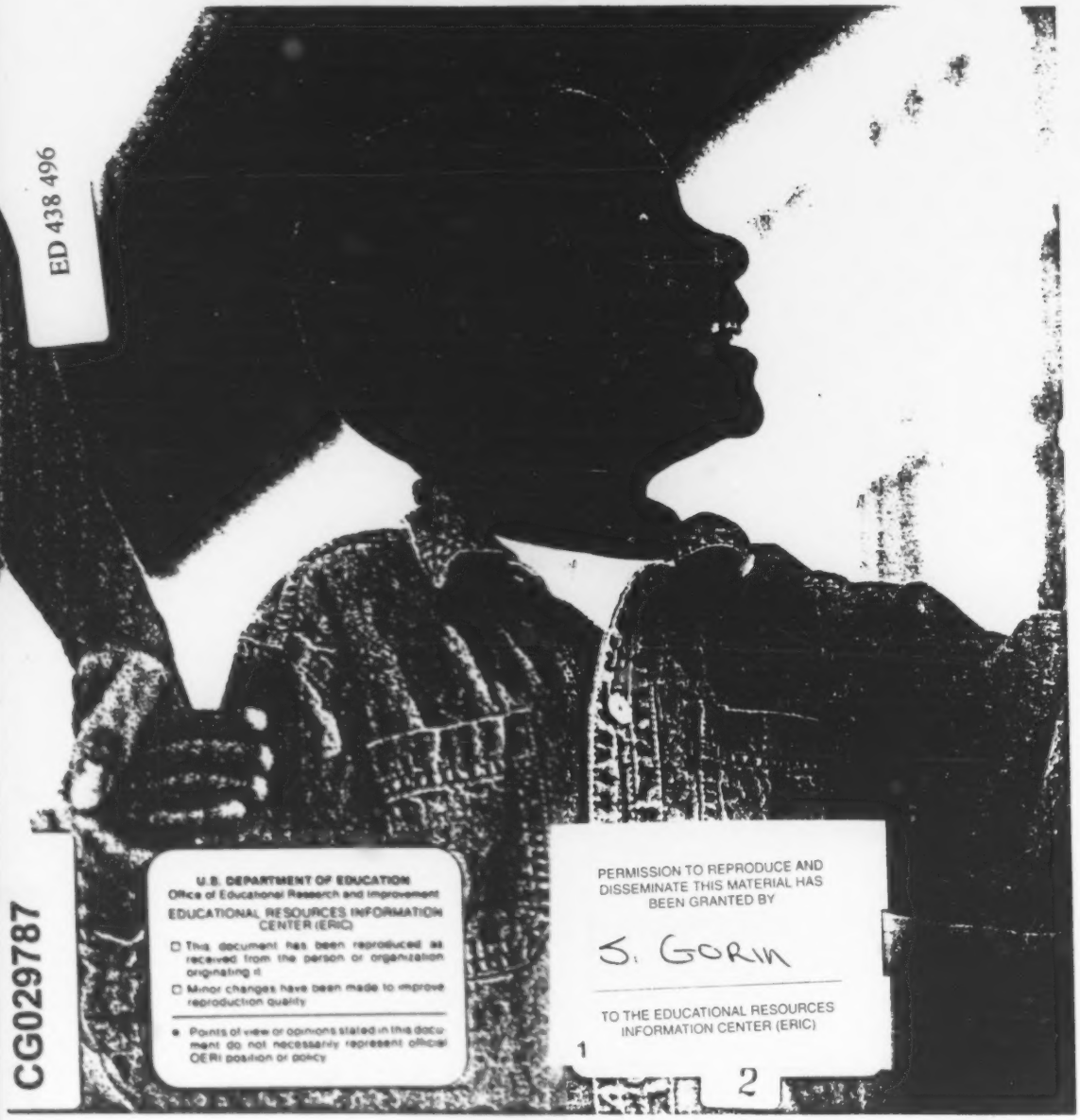

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Partnerships

The 1998-99 Annual Report of the National Association of School Psychologists

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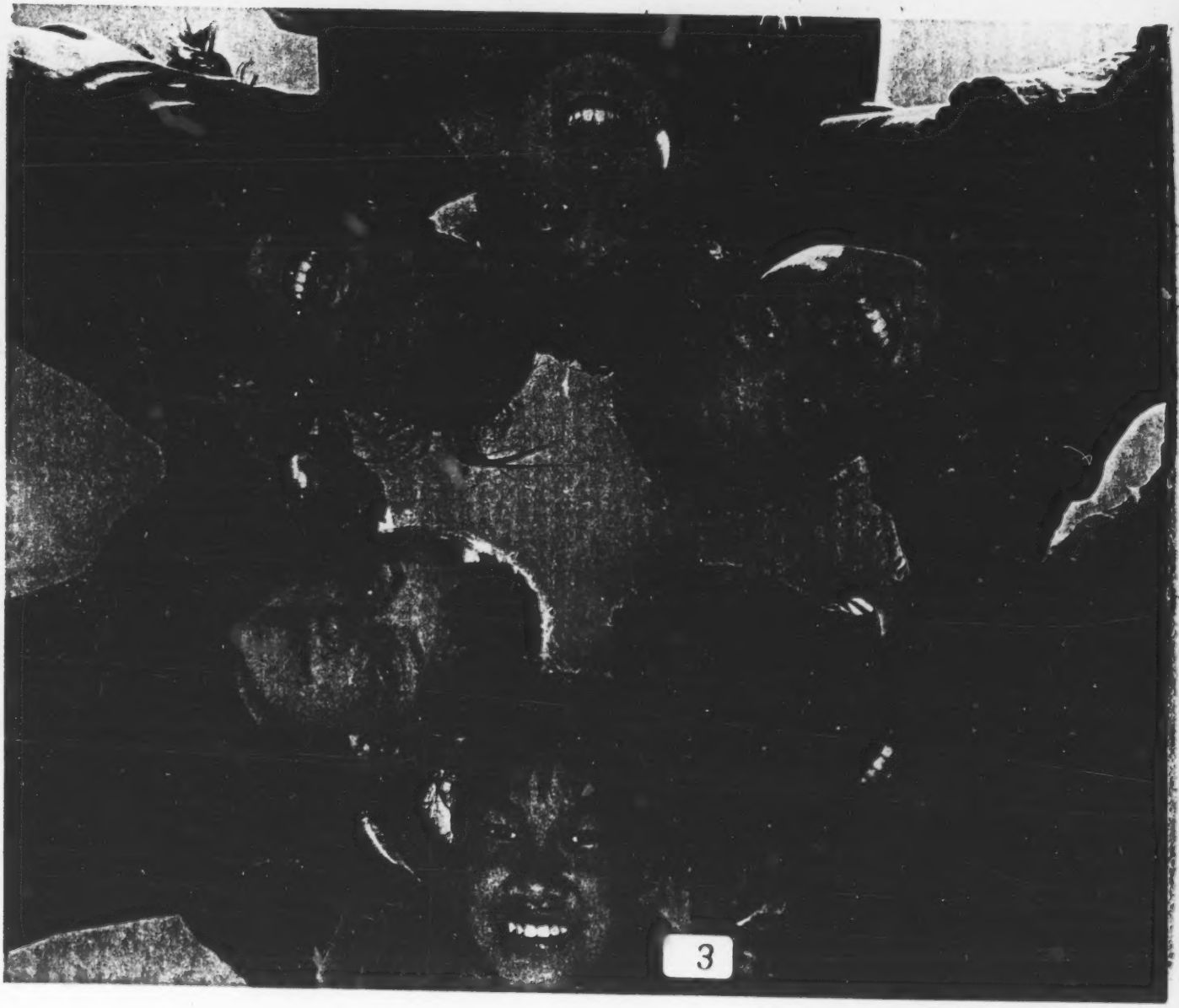

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Messages from the NASP Presidents

At our 1999 annual convention, we celebrated thirty years of NASP by reviewing our many accomplishments and discussing school psychology in the 21st century. The 1997 NASP document *School Psychology: Blueprint for Training and Practice* describes domains for leadership and practice needed to address future issues. These domains are in the areas of prevention, data-based decision making, wellness, crisis intervention, school climate, ethics, collaboration, academics, program evaluation and more.

The future, as envisioned by the *Blueprint*, will see a broadening of school psychology practice. Success requires competence, effective partnerships and caring professional service for students and their families.

Alex Thomas, NCSP
1998-99 President

The theme of Partnership for this annual report represents the many ways NASP and its members work side-by-side with parents, teachers, the community, government and other organizations. School psychologists understand we need these partners to be truly effective. Whether we are addressing school safety for *all* students, providing services to individuals, or developing early intervention programs for groups—our efforts complement and depend upon those of our partners. Together, we celebrate our success and promise more for the future.

Kevin P. Dwyer, NCSP
1999-2000 President

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Collaboration and partnership are integral to the practice of each school psychologist and to NASP as an association. From active participation on teams with school staff, parents and the community at the local level to participation in coalitions on a national level, school psychologists model the partnerships needed to improve outcomes for all children.

NASP Partnerships With Government Agencies

More and more, the Federal Government has sought guidance from NASP on some of the most pressing issues in our schools. For example, ensuring all students are safe and ready to learn demands comprehensive efforts by the entire school community. NASP partnered with key agencies to promote school safety through the combined perspectives of education, mental health services and juvenile justice. Collaborating with the U.S. Department of Education, the U.S. Department of Justice, the Substance Abuse and Mental Health Services Administration and the White House, school psychologists have provided valuable resources and efforts to address the complex issues of crisis response and violence prevention.

Building upon the success of *Early Warning, Timely Response: A Guide to Safe Schools*, authored by NASP and the Center for Effective Collaboration and Practice (CECP) and distributed by the U.S. Department of Education to every school in the country, NASP worked again with the CECP to develop a new guide book. This publication provides schools with research-based, ready-to-implement model programs for conflict resolution, peer mediation, parenting and tolerance — the skills to create safe schools.

NASP collaborated with the Substance Abuse and Mental Health Services Administration to develop the far-reaching program, Safe Schools/Healthy Students. This project, central to the Clinton Administration's safe school initiatives, provides funds at the local level for communities and school districts to implement violence prevention activities. NASP teamed with the National Mental Health Association to ensure that the nation's experts in children's mental health and education are on hand to provide technical assistance for these grants.

Additionally, NASP worked with groups involved in the education of children with disabilities as part of a federally funded partnership for pupil services providers. This partnership is designed to facilitate effective implementation of the Individuals with Disabilities Education Act (IDEA), helping all children achieve school success and fulfill their potential.

NASP Partnerships With Allied Organizations

Coalition building has always been an effective way to support the NASP mission. The Association continues to take leadership roles in coalitions such as the Consortium for Citizens with Disabilities and the National Alliance of Pupil Service Organizations. These partnerships have shaped important legislative measures including the Individuals with Disabilities Education Act, the Elementary and Secondary Education Act, and the federal education budget.

Recent initiatives of NASP have built upon the activities of the Association's National Mental Health and Education Center for Children and Families. This public service program, created to reach out to parents and families, teachers and administrators, communities and public policymakers, has continued to grow. The Center responded to questions about grade retention, ADHD, emotional and behavioral problems, learning disabilities and school safety. Fulfilling its mission to provide timely information on some of the most challenging issues facing our schools, the Center's most recent free publications were *Crisis and Loss: Information for Families*, *Crisis and Loss: Information for Educators* and *Pathways to Tolerance: Student Diversity*. These were distributed to schools and communities throughout the country.

NASP Partnerships With Families, Schools and Communities

As the largest organization in the world representing the profession of school psychology, NASP continues to grow. It has a membership of 21,500 practitioners, administrators, trainers, students and others. Together, they are prepared to shape school psychology for the next millennium. The Association has spent almost two years revising its training and practice standards so that practitioners will be required to know and demonstrate competencies that correspond with changing needs, as identified in the 1997 NASP document, School Psychology: A Blueprint for Training and Practice II. By offering cutting-edge professional development opportunities, NASP seeks to improve the delivery of services to children and promote school psychologists as agents of change at all levels.

An important part in preparing school psychologists for 2000 and beyond is to develop a culturally competent and diverse profession. NASP's minority scholarship this year went to Mario Diaz-Arntzen, the first Hispanic-American male to enter Winthrop University's school psychology program. The Association also progressed with its Tolerance-in-Action Campaign, a curriculum project to teach children the value of diversity and give them the tools to understand and respect each other's differences.

NASP Partnerships With School Psychologists

NASP never loses sight of the day-to-day needs of the practicing school psychologist. In an innovative approach to public relations and communications, NASP President Alex Thomas developed Practical Strategies for Expanding Services to Children and Families. This program encouraged school psychologists to connect with the school community and the media. School psychologists found new opportunities to enrich their communities by offering their expertise and insight on how children learn and develop.

Nearly four thousand professionals and family members participated in the NASP 31st Annual Convention in Las Vegas in April 1999. The event provided unique professional development opportunities to school psychologists in all stages of their careers. This year, NASP brought together the country's most prominent test authors to discuss the future of assessment and responses to an increasingly diverse student body. Each of the school psychologists who led the crisis intervention responses in Pearl, MS, Padukah, KY, Jonesboro, AR, Edinboro, PA, and Springfield, OR were also featured on a panel in Las Vegas. Along with members of the NASP National Emergency Assistance Team, they provided information on ways to prepare for the potential of future school violence episodes.

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NASP Partnerships With School Psychologists

The NASP National School Psychology Certification System is an important standard bearer for professionalism and best practices within school psychology. The program now has over 11,400 Nationally Certified School Psychologists and the NCSP is the credentialing standard in 15 states. NASP publications continue to grow, with sales reaching an all-time high this year. New titles such as *Crisis Prevention and Response*, the monthly newspaper, *Communiqué*, and the quarterly journal *School Psychology Review* communicate the latest developments in the field to all our members.

Another important aspect of professional development is the active participation of school psychologists in the policymaking process. The School Psychologists Action Network—school psychologists committed to having their voice heard at the national and state levels—doubled its membership and, in February 1999, NASP invited over 100 school psychologists to participate in a public policy institute and lobby day on Capitol Hill in Washington, DC.

The Association's continual growth and effectiveness relies, in part, on its use of new information technologies to enhance communication with all its audiences. The NASP web page, numbering more than 10,000 hits a week, has become a "favorite page" for many educators in their search for timely and reliable information. Membership, convention registration and publications are all available online. Members have access to specialized information areas and can communicate directly to their elected officials via NASP's online Advocacy Action Center. NASP also launched one of its best selling publications, *Children's Needs II*, as a new user-friendly CD-Rom and converted the Continuing Professional Development process to an automated system for greater efficiency and accuracy.

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NASP Financial Highlights

Percentages show increase from 1995 to 1999.

NASP's Assets
47.4% Increase
to $3.7 million

NASP's Revenues
33.3% Increase
to $4 million

NASP's Expenses
41.6% Increase
to $3.8 million

NASP's Net Assets
106.2% Increase
to $1.9 million

NASP's Members
13.2% Increase
to 21,488

NASP's ability to serve the profession of school psychology while simultaneously increasing its collaborative partnerships with many diverse groups is rooted in its financial strength. The combined assets of the National Association of School Psychologists and the Education and Research Trust increased by 47% over the past five years, from approximately $2.5 million in June 1995 to almost $3.7 million in June 1999. During that same time period, net assets increased by 106%, from $932,000 at the end of FY95 to $1.9 million at the end of FY99.

NASP has focused on developing strong programs that serve the needs of its members. As a result, revenues are diversified and have increased by 33% over the past five years. For example, NASP's commitment to its members can be discerned from the 13% increase in membership: NASP had 18,979 members in June 1995; by June 30, 1999, it had 21,488 members. Membership dues are a major source of revenue for the Association, as they accounted for about 48% of total revenue (net of cost of goods sold) during FY99. Two other strong programs—publications and conventions—contributed approximately 30% of total FY99 revenues (net of cost of goods sold). In FY 99, NASP derived $135,000 from a new source of revenue, grants, in another visible demonstration of its collaborative activities with outside groups. Finally, expenses continue to be closely monitored to ensure that the budget goals set by the Executive Council are met; as a result, expenses have increased by slightly less than 42% over the past five years.

The audited financial statements of the National Association of School Psychologists are available for review at the Association's Bethesda, Maryland offices.

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1999-2000 Officers and Directors

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Scott Poland, NCSP - President-Elect
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Designed by Alex S. Goldstein • Washington, DC • alexgold@erols.com

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The mission of the National Association of School Psychologists is to promote educationally and psychologically healthy environments for all children and youth by implementing research-based, effective programs that prevent problems, enhance independence, and promote optimal learning. This is accomplished through state-of-the-art research and training, advocacy, ongoing program evaluation, and caring professional service.

Partnerships

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